Clarifying Student Learning Outcomes (Rubric I-III)

Program learning outcomes (PLOs) are inclusive, specific, and rigorous statements about knowledge and skills the graduating seniors acquire <u>as a consequence of</u> the curriculum.

The PLO should complete this hypothesis about the curriculum:

If our curriculum prepares students for a ____ degree (e.g., BA, MS, etc.) in ___ (field), then, graduating seniors will ___ (PLO).

seniors should ... seniors have the ability to ...

Common Pitfalls

- Writing outcomes not taught within the program
- Writing outcomes that only apply to a subset of students
- Using vague verbs
- Describing activities (e.g., "students complete a project") instead of learning outcomes
- Combining multiple outcomes into one

Tips for Writing Strong PLOs

- Use precise, observable verbs from Bloom's Taxonomy
 - Level 3: Use knowledge in new situations
 - Level 4: Break down information into parts
 - Level 5: Make judgments based on criteria
 - **Level 6**: Produce original work or solutions
- Focus on what students will demonstrate, not what they will complete
- Ensure each PLO is distinct (no overlap)
- Write outcomes that reflect program-level mastery

DOES THIS A GOOD PLO? DOES THIS APPLY TO ALL MAJORS? YES NO IS THE VERB OBSERVABLE? YES NO IS IT AT THE APPROPRIATE BLOOM'S LEVEL? YES NO IS IT MODULAR (NOT OVERLAPPING)? YES NO

THIS IS A GOOD PLO

WEAK	STRONGER
Students will demonstrate proficiency in teaching.	Students will apply appropriate digital tools to
(Problem: Applies only to TAs, not the program.)	design solutions in their discipline.
Students will understand research ethics.	Students will analyze research scenarios to
(Problem: "Understand" is not observable.)	justify ethical decisions.
Students will complete an ethics case.	Students will evaluate the effectiveness of
(Problem: Focuses on task, not performance.)	policy-making strategies in diverse contexts.
Students will demonstrate leadership skills	Students will manage teams by applying
corresponding to this degree.	advanced leadership principles.
(Problem: Vague, indicates no consensus)	

Need Help?

There are no one-solution-fits-all in assessment. The Office of Institutional Effectiveness (OIE) can support you at every step—ensuring your approach fits your program's goals, resources, and capacity.